

ESL Quality	Appropriate for ESL Instruction Rating: APP / 30 points	Somewhat Appropriate for ESL Instruction Rating: SAPP / 15 points	Inappropriate for ESL Instruction Rating: IAPP / Below 14 points	Rating
<b>Discussion Generation</b>	<ul style="list-style-type: none"> <li>Literature lends to the development of appropriate higher level thinking questions</li> <li>Text assists students in building background knowledge</li> <li>Learner connects information in item to previous experience and learner creates new information. Fosters discussion and further thought</li> </ul>	<ul style="list-style-type: none"> <li>Literature is somewhat appropriate for the development of higher level thinking questions</li> <li>Text is somewhat appropriately written to assist in building knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Literature is not appropriate for higher level thinking questions</li> <li>Text is inappropriate and poorly written with gaps in background knowledge</li> </ul>	
<b>Metacognitive Skills</b>	<ul style="list-style-type: none"> <li>Text presents interesting ideas and/or concepts</li> <li>Literature is in-depth and encourages the design of metacognitive tools for language learning</li> <li>Overall language is highly appropriate to match with specific metacognitive tools for language learning strategies</li> <li>Learner connects information in item to previous experience and learner creates new information.</li> </ul>	<ul style="list-style-type: none"> <li>Text presents somewhat appropriate concepts and ideas</li> <li>Literature encourages the design of metacognitive tools for language learning</li> <li>Language presented is appropriate and may match with specific metacognitive tools for some language learning strategies</li> <li>Learner sees relationship with previous learning, but cannot construct new information</li> </ul>	<ul style="list-style-type: none"> <li>Text presents inappropriate concepts/ideas for second language learners</li> <li>Literature context does not encourage the use of metacognitive tools</li> <li>Language is inappropriate for second language learners</li> <li>Learner understands, but does not relate to previous learning</li> </ul>	
<b>Vocabulary BICS - CALP</b>	<ul style="list-style-type: none"> <li>Vocabulary included in text can be utilized in pre-reading language learning activities</li> <li>Text lends itself to building Basic Interpersonal Communication Skills through Literature Circles/Talks</li> <li>Storyline contains vocabulary that encourages building Cognitive Academic Language Proficiency</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary included in text may be utilized in selected pre-reading activities</li> <li>Text somewhat lends to building BICS (in selected passages)</li> <li>Storyline contains limited vocabulary that may encourage building CALP</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary is inappropriate and not suitable for pre-reading activities</li> <li>Text is limited in assisting students in developing BICS</li> <li>Storyline does not contain or appropriately utilize Cognitive Academic Language</li> </ul>	

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